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# **THE COMPARATIVE STUDY BETWEEN THE STUDENTS UNDERSTANDING OF THE ESSENCE OF POEM/POETRY WITH READING AND WRITING AT THE SECOND GRADE STUDENTS OF *MA AS-SALAFIYAH BODELOR***

## **A THESIS**

Submitted to English Education Department of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirement for Islamic Scholar Degree in English Education



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2012**



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## ABSTRACT

### NI'AMILLAH: "THE COMPARATIVE STUDY BETWEEN THE STUDENTS UNDERSTANDING THE ESSENCE OF POEM/POETRY WITH READING AND WRITING AT THE SECOND GRADE STUDENTS OF *MA SALAFIYAH BODE*"

Based on the research that has been done by the researcher in MA *Salafiyah Bode*, the researcher has found the data or information that there is a problem in their learning and teaching process. The problem was the student's difficulty in reading and writing. They have a low motivation and willing in English. Then, the researcher tried to dig up their motivation and their passion in English by using Poem/Poetry. Less or more it can help their understanding in English well.

According to Lunzer and Gardner, "Reading comprehension is an active, not a passive process: it involves a triangular relationship between reader, author and text, rather than a linear transmission of meaning from author to reader." A linear transmission here can be means as writing that just have a purpose from the meaning of the text.

The research method in this research is a quantitative method. The researcher observed the students at the second grade of MA *Salafiyah Bode*. She used population sample in this research, because the amount of students in the second grade are 60. The researcher used some test instruments, there are: interview, observation and test. Then, the researcher used a statistic formula to do and to finish the research.

After the researcher finished her research and analyzed the data, the researcher found that the score of the students understanding the essence of poem/poetry with reading is 2361 with the average 78.7, and the score of the students understanding the essence of poem/poetry with writing is 2136 with the average 71.2. And the result of the comparative study between the students understanding the essence of poem/poetry with reading and writing by using t-test formula is 26.7. The score of 26.7 is significant, because df t-table is 2.00 (t-test > t-table) or  $26.7 > 2.00$ .

From the research that has been done, it is conclude that there is a significance comparison between the students understanding the essence of poem/poetry with reading and writing.



## PREFACE

### **Bismillahirrahmanirrahim.**

In the name of Allah, The Most Gracious, The Lord of the World, and thanks be to Allah the only god of all creatures and universe. Because of His mercies and blessings, the researcher is finally able to finish this thesis entitled in, " The Comparative Study Between the Students Understanding the Essence of Poem/Poetry with Reading and Writing at the Second Grade Students of *MA Salafiyah Bode*", which is presented to the Educational Departement of English. The State Institute of Islamic Studies (IAIN) *Syekh Nurjati* Cirebon in partial fulfillment of the requirement for the degree of Islamic Scholar in English education. May invocation and safety always be given to the Prophet Muhammad (peace be upon him) who has brought human beings from the darkness to the lightness, his family, his colleggness, and his followers up to the and of the world.

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Hopefully, this thesis will be useful for the reader especially for the researcher herself.

Cirebon, November 2012

The Writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Learning is an activity where there is an interaction, communication and discussion of a matter from a teacher to his students. In learning, the first thing we should learn is how to understand a situation or environment in the classroom.

DePorter, et al (2000: 169) defines that "Situation" is a combination of thoughts, feelings and posture. Each situation from anger to relaxed, from bored to excited, to have a combination of these three elements are different. You can reach any situation you want just by taking the right combination.

By understanding the situation, in early learning, the student should be able to create an idea that today they will learn a lot of fun. With thinking like that, it will more than likely that students will be able to absorb more material that going to learned. After understanding the situation, the researchers hope that the students are able to study hard and well, especially in learning English.

Learning English is bother easy. Many students thought that English is difficult. But the fact is English is a subject matter or the same as others, are easily and quickly understood when studied.

Language is one of a communication tools that is proven its effectiveness since a long time ago. Language is very useful, it can exchange any information



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from someone to someone else. According to Oxford Learner's Pocket Dictionary (2005: 240) "Language *n* [C] is system of communication in speech and writing used by people of a particular country."

Language has many different uses, for example is language in literature. Meyer (1997:1) listed that "Understanding exactly what literature is has always been a challenge; pinning down a definition has proven to be quite difficult. In fact, at times one seems to be reduced to saying, "I know it when I see it," or perhaps, "Anything is literature if you want to read it that way.""

Language in literature will be more easily understood if the students understand a literacy skill. Cameron (2003:124) "Literacy skills include being able to read and write different sorts of texts for different purposes. In most societies today, literacy is part and parcel of everyday life for children and adults, and life is full of different sorts of written texts: in the home, on the street, on television, and on computers."

From the definitions above, we know that we can use a language as a communication tool everywhere, also through in literature. We may write or read something around us through a poem/poetry. Sometimes, the students does not understand what a poem/poetry is and what kinds of poem/poetry. They usually writes something but they do not know exactly is it includes a poem/poetry or not.

The researcher has been interviewed the teacher about the students understanding in English at the 17<sup>th</sup> of May, 2012. The result from that interview



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is the students at the second grade students of *MA Salafiyah* are lack in English learning. This is why the researcher wants to know directly about its condition and made it as her problem and chosen the problem in reading and writing as a basic of English learning.

O'hara (2006: 39) defines that:

One of the most important skills for learning is reading. In fact, most of your classwork will be based on reading assignments. You'll read to learn about new information and ideas, including studies, articles, reports and so on. You'll read to prepare for tests or to write papers. You'll read histories, details of science experiments, myths about different cultures, concepts about math, methods to remain healthy, descriptions of different types of music, and more. In addition to the reading for school, you'll probably also read for fun.

Reading is such a way to get information from something written.

Reading involves the introduction of symbols that make up a language. Reading also is a good start to begin learning effective. By reading the students can understand something first before the teacher explains reading in the classroom.

By reading, understanding, and enjoying reading what is on today, you will gain something from what you read? What is it? Something that can be a sense of joy, sadness, things are moving, suspenseful, thrilling and maybe make you smile or laugh, and so forth that can be felt.

Through reading we can benefit from what we read, there are: Can fluently speak, because it controls the composition of the sentence; Can develop the power of thought; Can develop the art of writing; Can increase knowledge and skills; Can change behavior.





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From some of the benefits of reading that have been listed above, the researcher will draw the connecting lines between the learning that begins with the reading and then proceed with writing.

Langan (2005: 12) defines that:

A sure way to wreck your chances of learning how to write competently is to believe that writing is a “natural gift” rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbearably difficult. They feel that everyone else finds writing easy or at least tolerable. Such people typically say, “I’m not any good at writing” or “English was not one of my good subjects.” They imply that they simply do not have a talent for writing, while others do. The result of this attitude is that people try to avoid writing, and when they do write, they don’t try their best. Their attitude becomes a self-fulfilling prophecy: their writing fails chiefly because they have brainwashed themselves into thinking that they don’t have the “natural talent” needed to write. Unless their attitude changes, they probably will not learn how to write effectively.

Based on the definition above it is well known that many people are worry to write something. They were worried whether their writing are good or worse. From the definition above the researcher want to give the understanding that writing is good to improve their learning, writing is fun to get the joy in learning and through writing they will know that they have the “natural talent”.

In this case, reading and writing will be implented through literature. The product of literature that will be presented in this research is poem/poetry. Poem or poetry is the most beautiful words in a beautiful arrangement.



DiYanni (2002: 670) listed that:

In some ways reading poetry is much like reading fiction: we observe details of action and language, make connections and inferences, and draw conclusions. We also bring to poetry the same intellectual and dispositions, the same general experience with life and literature that we draw on in reading fiction. And yet there is something different about reading poems. The difference, admittedly more one of degree than of kind, involves our being more attentive to the connotations of words, more receptive to the expressive qualities of sound and rhythm in line and stanza, more discerning about details of syntax and punctuation. This increased attention to linguistic detail is necessary because of the density and compression characteristic of poetry. More than fiction, poetry is an art of condensation and implication; poems concentrate meaning and distill feeling.

The students learn English especially in reading and writing with many ways. Also by understanding the poem/poetry by reading or writing.

Although in a lack of English mastery, the researcher want to know the comparison between the students understanding the essence of poem/poetry with reading and writing at the second grade students of *MA Salafiyah Bode*.

## B. The Identification of the Problem

The identification of the problem in this research ia classified into the following sections:

### 1. The Field of The Research

The field of the research of this thesis is reading.

### 2. The Kinds of The Research

The kinds of the research of this thesis is about the students understanding in poem/poetry with reading and writing.



### 3. The Main Problem

The main problem of this thesis is about the comparison between the students understanding of the essence of poem/poetry with reading and writing.

### C. The Limitation of the Problem

A clear limitation is very important in observation and it is used to avoid any mistakes in collecting the data. To limit the problem, the researcher has divided the limitations into:

1. The problem that the researcher raised in this research is the students understanding the essence of poem/poetry with reading and writing.
2. The place that the researcher chosen is *MA Salafiyah Bode*.
3. The researcher do the research to the students at the second grade students of *MA Salafiyah Bode*. It is included by the students at second grade of IPA and the students at the second grade of IPS.

### D. The Questions of the Research

The researcher makes the questions of the research into three questions.

There are:

1. How is the students understanding of the essence of poem/poetry with reading?



2. How is the students understanding of the essence of poem/poetry with writing?
3. Is there any significant comparison between the students understanding of the essence of poem/poetry with reading and writing?

#### **E. The Aims of the Research**

The aims of the research that will be obtained are as follows:

1. To know the data about the students understanding the essence of poem/poetry with reading.
2. To know the data about the students understanding the essence of poem/poetry with writing.
3. To know the data about the comparison between the students understanding the essence of poem/poetry with reading and writing.

#### **F. The Use of the Research**

The research product hopefully to be able to increase the students understanding in reading and writing through the literature in language learning, especially in increasing the students understanding the essence of poem/poetry. The students may good in reading or writing, but how if the way in learning reading and writing is different. The teacher does not apply a usual text, but he give them a poem/poetry.

By understanding the essence of poem/poetry in reading and writing, the students must be good in a literacy skills and in implementation of a good application for both reading and writing.



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